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IMPACT

**The District of Columbia Public Schools
Effectiveness Assessment System for
School-Based Personnel
2009–2010**

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**GROUP 20
All Other School-Based Personnel**

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Dear DCPS Community,

As a direct result of your diligence and commitment to excellence, DCPS has made dramatic student achievement gains over the past two years. Since 2007, our elementary students have increased 11 percentage points in reading proficiency and 20 percentage points in math. Our secondary students have also made dramatic gains: 11 percentage points in reading and 13 percentage points in math. Your collective hard work on behalf of our students has been *the* critical component in making these gains possible.

While we celebrate these achievements, we know that there is still much work to be done. Slightly more than half of our elementary children are still below grade level in both reading and math. The same is true of nearly 60% of our secondary students. We cannot rest until every child in our school system is achieving at the highest levels. As a DCPS community, we believe that we have both the power and the responsibility to overcome the obstacles that stand in the way of our success. In particular, we are motivated by a commitment to ensure that the gap in achievement that separates District of Columbia children by race, class, language of origin, and special education status is eliminated once and for all.

Research and experience tell us that the most important factor impacting our ability to close the achievement gap and increase student learning is *you*: the adults who serve our students each and every day. Recognizing the unparalleled importance of ensuring that talented and committed individuals are serving our students, we have developed IMPACT, the new DCPS effectiveness assessment system for school-based personnel.

We decided to call this new system “IMPACT” because each of you has a dramatic *impact* on the lives of the children in our nation’s capital. Through IMPACT, we seek to create a culture in which DCPS school-based personnel have a clear understanding of what defines excellence in their work, are provided with constructive and data-based feedback about their performance, and receive support to increase their effectiveness.

IMPACT is the culmination of over a year’s worth of research and design informed by extensive guidance and feedback from the DCPS community. Critical to the development process were over 40 question and answer sessions and over 50 focus groups that we held with school-based personnel. I want to extend my deep appreciation to the more than 500 members of the DCPS community who provided honest and thoughtful feedback in all of these sessions. Your guidance was invaluable.

Thank you again for your commitment to the children of the District of Columbia. You are the most important element of our reform agenda and the key to closing the achievement gap in the nation’s capital. Please know that I am humbled by the work you do each and every day on behalf of our students.

Sincerely,



Michelle Rhee

Chancellor, District of Columbia Public Schools



PUTTING GROWTH FIRST

How does IMPACT support my growth?

The primary purpose of IMPACT is to help you increase your effectiveness so that, as a system, we can dramatically increase student learning. IMPACT does this in three important ways.

- **Clear Expectations** — First and foremost, IMPACT attempts to outline clear performance expectations. We have worked very closely with teachers and other school-based personnel over the past year to draft clear rubrics for each of your IMPACT components. We wanted to ensure that performance expectations were transparent. As many of you voiced in the focus groups we held on the new assessment system: “Please tell me exactly what you expect.”
- **Clear Feedback** — We also wanted you to have clear feedback about your performance. Towards that end, IMPACT does three things. First, as you will see in this guidebook, IMPACT has multiple assessment “cycles” over the course of the year, thereby providing multiple opportunities for feedback. Second, IMPACT calls for in-person assessment conferences as part of each cycle. And third, IMPACT is web-based. You will be able to log into the system at any time to review your ratings as well as written feedback about your performance.
- **Clear Growth Plans** — Finally, we felt it was important for all school-based personnel at all levels of experience and expertise to receive guidance on how to increase their effectiveness. Thus, as part of IMPACT, everyone will have a growth plan. The growth plan, initiated after the first assessment cycle, will outline key strengths and key growth areas as well as next steps for professional development.

What are the school system's plans for professional development?

Professional development is vital to our collective success. We want our schools to be true learning environments, for children and adults alike. This is why we are working aggressively to provide you with the highest quality support.

To start, over the past two years, we have increased spending on professional development by over 400%. But it is how we are using these funds that matters the most. We are investing in what the research tells us actually works: rigorous, job-embedded supports that help you address the unique challenges that you face. In short, we are moving aggressively away from the one-size-fits-all "seat hour" model towards the differentiated "practicum" model.

We know we still have far more work to do in this area, but are excited about the changes that we are already beginning to see in schools across the city. We ask for your continued participation in this reform effort. Getting professional development right is key to our goal of becoming one of the highest-performing school systems in America.



GROUP 20: OVERVIEW

Who is in Group 20?

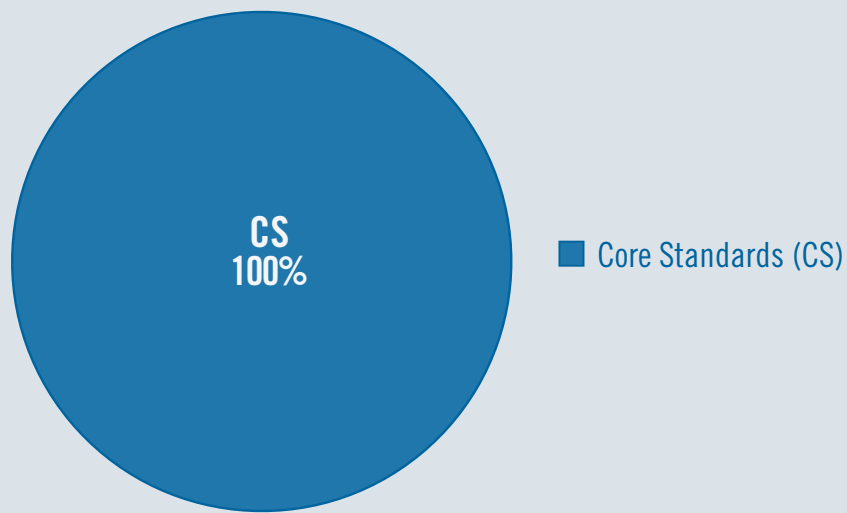
Group 20 consists of all school-based personnel who are not covered by Groups 1–19.

What are the IMPACT components for members of Group 20?

There are two IMPACT components for members of Group 20. Each is explained in greater detail in the following sections of this guidebook.

- **Core Standards (CS)** — These standards define excellence for all school-based personnel who are not covered by Groups 1–19. They comprise 100% of your IMPACT score.
- **Core Professionalism (CP)** — This is a measure of four basic professional requirements for all school-based personnel. This component is scored differently from the others, which is why it is not represented in the pie chart. For more information, please see the Core Professionalism section of this guidebook.

IMPACT COMPONENTS FOR GROUP 20



CORE STANDARDS (CS)

What are the Core Standards?

The Core Standards define excellence for all school-based personnel who are not covered by Groups 1–19. They include:

- Standard 1: Job Acumen
- Standard 2: Positive Rapport with Students
- Standard 3: Results Orientation
- Standard 4: Initiative
- Standard 5: Data-Driven Decision Making
- Standard 6: Constant Learning
- Standard 7: Dependability
- Standard 8: Adaptability
- Standard 9: Customer Service
- Standard 10: Communication

Who developed the Core Standards?

The DCPS Office of Transformation Management, which helps drive systemic reform in the school system, developed the Core Standards.

How will my proficiency in the Core Standards be assessed?

Your administrator (or program supervisor) will assess your proficiency according to the rubric at the conclusion of this section. S/he will assess you formally twice during the year. The

first assessment will occur by December 1 and the second by June 15.

As part of each assessment cycle, you will have a conference with your administrator (or program supervisor). At this conference you will receive written feedback based on the Core Standards rubric and discuss next steps for professional growth.

How will my proficiency in the Core Standards be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

At the end of the year, your two assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart below.

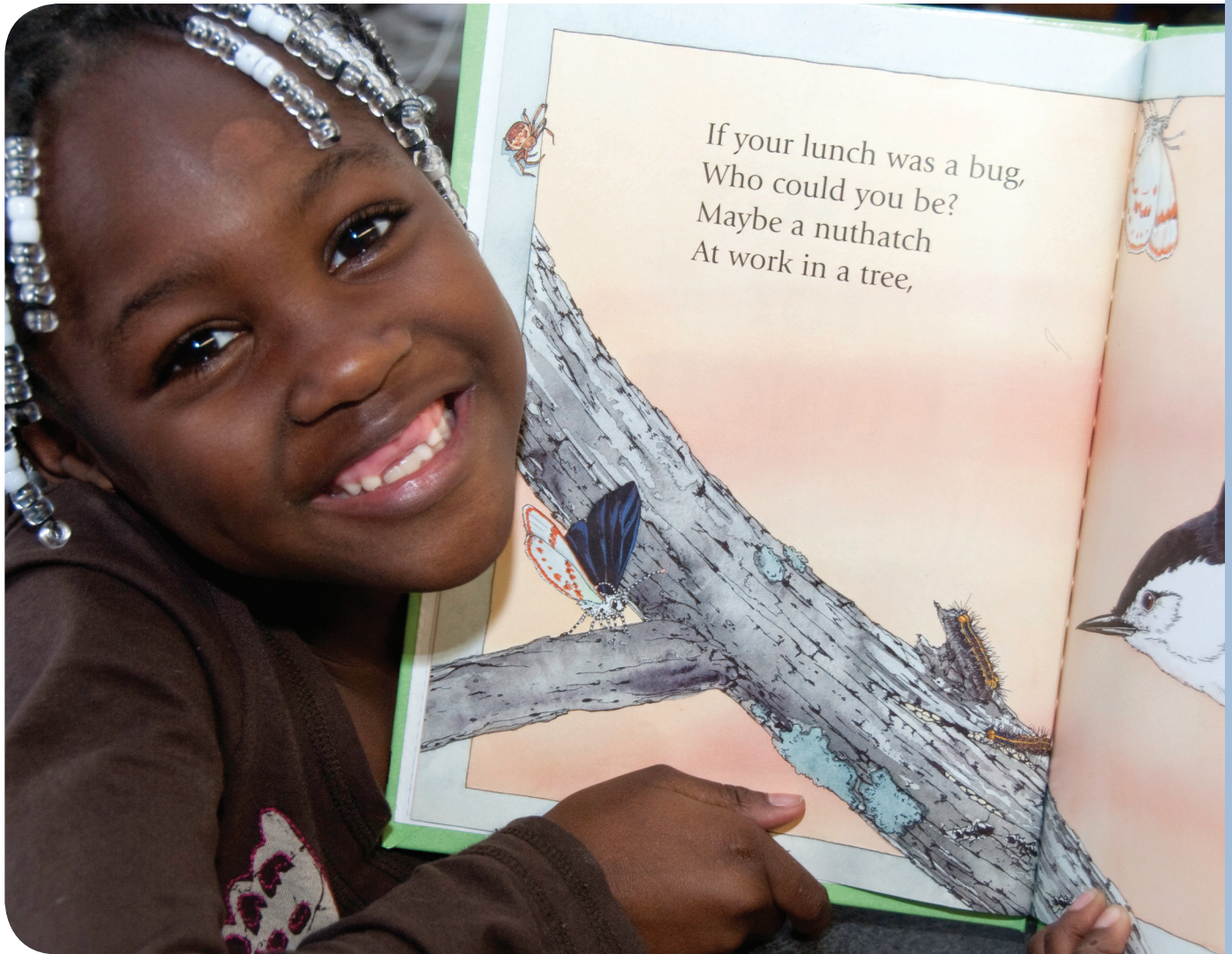
Will DCPS be conducting information sessions about this component of the IMPACT system?

Yes. Beginning in September, DCPS will be conducting a series of information sessions to answer your questions. These sessions will continue throughout the year.

**SAMPLE SCORE CHART
CORE STANDARDS**

REVIEW CYCLE	INDIVIDUAL STANDARDS														CYCLE AVERAGE <i>(Average of CS 1 to CS 10)</i>
	CS 1	CS 2	CS 3	CS 4	CS 5			CS 6			CS 7	CS 8	CS 9	CS 10	
						CS 6A	CS 6B		CS 7A	CS 7B					
Cycle 1	3	3	4	4	3	<div><div>4</div><div>3</div><div>Average of A&B → 3.5</div></div>		3.5	<div><div>4</div><div>3</div><div>Average of A&B → 3.5</div></div>		3.5	4	3	4	3.5
Cycle 3*	4	3	4	4	4	<div><div>3</div><div>3</div><div>Average of A&B → 3.0</div></div>		3.0	<div><div>4</div><div>4</div><div>Average of A&B → 4</div></div>		4	3	4	4	3.7
OVERALL ANNUAL COMPONENT SCORE <i>(Average of Both Cycles)</i>															3.6

*Group 20 members are not assessed during Cycle 2.



If your lunch was a bug,
Who could you be?
Maybe a nuthatch
At work in a tree,



CORE STANDARDS (CS) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
CS 1: JOB ACUMEN		
CS 1	Individual exhibits an expert command of the basic skills and knowledge required for her/his position.	Individual exhibits a solid command of the basic skills and knowledge required for her/his position.
CS 2: POSITIVE RAPPORT WITH STUDENTS		
CS 2	There is significant evidence that the Individual has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and no instances of disrespect by the Individual.	There is some evidence that the Individual has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and no instances of disrespect by the Individual.
CS 3: RESULTS ORIENTATION		
CS 3	Individual goes above and beyond to reach measurable and ambitious goals.	Individual consistently works to reach measurable and ambitious goals.
CS 4: INITIATIVE		
CS 4	Individual goes above and beyond to solve challenges without prompting or supervision.	Individual consistently works to solve challenges without prompting or supervision.
CS 5: DATA-DRIVEN DECISION MAKING		
CS 5	Individual goes above and beyond to gather and use both quantitative and qualitative data in her/his decision making.	Individual consistently gathers and uses both quantitative and qualitative data in her/his decision making.
CS 6: CONSTANT LEARNING		
CS 6A	Individual goes above and beyond to seek out constructive feedback.	Individual is consistently receptive to constructive feedback.
CS 6B	Individual demonstrates awareness of her/his areas for improvement and goes above and beyond to address them.	Individual demonstrates awareness of her/his areas for improvement and consistently works to address them.

Each line of the rubric is assessed independently.

LEVEL 2

LEVEL 1 (LOWEST)

Individual exhibits an inconsistent command of the basic skills and knowledge required for her/his position.	Individual exhibits a very limited command of the basic skills and knowledge required for her/his position.
There is little evidence that the Individual has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and no instances of disrespect by the Individual.	There is no evidence that the Individual has a positive rapport with students OR there are 1 or more instances of disrespect by the Individual.
Individual sometimes works to reach measurable and ambitious goals.	Individual rarely works to reach measurable and ambitious goals.
Individual sometimes works to solve challenges without prompting or supervision.	Individual rarely works to solve challenges without prompting or supervision.
Individual sometimes gathers and uses both quantitative and qualitative data in her/his decision making.	Individual rarely gathers and uses both quantitative and qualitative data in her/his decision making.
Individual is sometimes receptive to constructive feedback.	Individual is rarely receptive to constructive feedback.
Individual demonstrates awareness of her/his areas for improvement and sometimes works to address them.	Individual demonstrates awareness of her/his areas for improvement, but rarely works to address them OR demonstrates little awareness of her/his areas for improvement.

Each line of the rubric is assessed independently.



CORE STANDARDS (CS) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
CS 7: DEPENDABILITY		
CS 7A	Individual is never careless or negligent in work habits.	Individual is rarely careless or negligent in work habits.
CS 7B	Individual can always locate and produce relevant documents and records, when requested.	Most of the time , Individual can locate and produce relevant documents and records, when requested.
CS 8: ADAPTABILITY		
CS 8	Individual always adapts well and continues to perform job responsibilities at a high level during non-routine situations and periods of ambiguity.	Most of the time , Individual adapts well and continues to perform job responsibilities at a high level during non-routine situations and periods of ambiguity.
CS 9: CUSTOMER SERVICE		
CS 9	Individual always responds to student, parent/guardian, school staff, and community member inquiries and requests in a timely and solutions-oriented manner AND always does so with respect .	Most of the time , Individual responds to student, parent/guardian, school staff, and community member inquiries and requests in a timely and solutions-oriented manner AND always does so with respect .
CS 10: COMMUNICATION		
CS 10	Written communication is always clear, concise, and error-free AND both written and oral communication are always respectful.	Most of the time , written communication is clear, concise, and error-free AND both written and oral communication are always respectful.

Each line of the rubric is assessed independently.

LEVEL 2

LEVEL 1 (LOWEST)

Individual is sometimes careless or negligent in work habits.	Individual is consistently careless or negligent in work habits.
Individual can sometimes locate and produce relevant documents and records, when requested.	Individual can rarely locate and produce relevant documents and records, when requested.
Individual sometimes adapts well and continues to perform job responsibilities at a high level during non-routine situations and periods of ambiguity.	Individual rarely adapts well and continues to perform job responsibilities at a high level during non-routine situations and periods of ambiguity.
Individual sometimes responds to student, parent/guardian, school staff, and community member inquiries and requests in a timely and solutions-oriented manner AND always does so with respect .	Individual rarely responds to student, parent/guardian, school staff, and community member inquiries and requests in a timely and solutions-oriented manner OR does so with disrespect .
Written communication is sometimes clear, concise, and error-free AND both written and oral communication are always respectful.	Written communication is rarely clear, concise, and error-free OR either written or oral communication is not always respectful.

Each line of the rubric is assessed independently.



CORE PROFESSIONALISM (CP)

What is Core Professionalism?

This component measures four basic tenets of professionalism: 1) having no unexcused absences; 2) having no unexcused late arrivals; 3) following the policies and procedures of your school (or program) and the school system; and 4) interacting with colleagues, students, families, and community members in a respectful manner.

How will my Core Professionalism be assessed?

Your administrator (or program supervisor) will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by December 1 and the second by June 15. The only exception to this timeline is for Related Service Providers, who will have their first assessment by February 1 and their second by June 15.

As part of each assessment cycle, you will have a conference with your administrator (or program supervisor). At this conference you will receive written feedback based on the Core Professionalism rubric and discuss next steps for professional growth.

How will my Core Professionalism be scored?

Unlike the other rubrics in IMPACT, there are only three levels for Core Professionalism: Meets Standard, Slightly Below Standard, and Significantly Below Standard.

If you consistently receive a Core Professionalism rating of Meets Standard (and you receive no ratings of Slightly Below Standard or Significantly Below Standard), your overall score for this component will be Meets Standard and you will see

no change in your final IMPACT score. This is the case in the sample score chart below.

If you receive a rating of Slightly Below Standard on any part of the Core Professionalism rubric (and you receive no ratings of Significantly Below Standard), your overall score for this component will be Slightly Below Standard and you will see a small deduction in your final IMPACT score.

If you receive a rating of Significantly Below Standard on any part of the Core Professionalism rubric, your overall score for this component will be Significantly Below Standard and you will see a significant deduction in your final IMPACT score.

For more information about the scoring process, please see the Putting It All Together section at the conclusion of this guidebook.

SAMPLE SCORE CHART
CORE PROFESSIONALISM

REVIEW CYCLE	INDIVIDUAL STANDARDS				CYCLE AVERAGE (Lowest of CP 1 to CP 4)
	CP 1	CP 2	CP 3	CP 4	
Cycle 1	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
Cycle 3*	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
OVERALL ANNUAL COMPONENT SCORE (Lowest of Two Cycles)					Meets Standard

*Individuals in this IMPACT group are not assessed during Cycle 2.

Will DCPS be conducting information sessions about this component of the IMPACT system?

Yes. Beginning in September, DCPS will be conducting a series of information sessions to answer your questions. These sessions will continue throughout the year.



CORE PROFESSIONALISM (CP) RUBRIC

MEETS STANDARD		SLIGHTLY BELOW STANDARD
CP 1: ATTENDANCE		
CP 1	Individual has no unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has 1 unexcused absence (an absence that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 2: ON-TIME ARRIVAL		
CP 2	Individual has no unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has 1 unexcused late arrival (a late arrival that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 3: POLICIES AND PROCEDURES		
CP 3	Individual always follows DCPS and local school policies and procedures (e.g., procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).	With rare exception , Individual follows DCPS and local school policies and procedures (e.g., procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).
CP 4: RESPECT		
CP 4	Individual always interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	With rare exception , Individual interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

Each line of the rubric is assessed independently.

SIGNIFICANTLY BELOW STANDARD

Individual has **2 or more** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has **2 or more** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual **demonstrates a pattern** of failing to follow DCPS and local school policies and procedures (e.g., procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

Individual **demonstrates a pattern** of failing to interact with students, colleagues, parents/guardians, or community members in a respectful manner.

Each line of the rubric is assessed independently.



PUTTING IT ALL TOGETHER

What does this section explain?

This section is designed to help you understand how all of the components of your assessment will come together to form an overall IMPACT score and rating. The process involves five steps.

Step 1

We begin by identifying your overall ratings for each component of your assessment. Recall that, for all components other than Core Professionalism, the score will always range from 4.0 (highest) to 1.0 (lowest).

Step 2

We then multiply each component score by its percentage from the pie chart at the beginning of this guidebook. This creates “weighted scores” for each component. The chart below provides an example.

SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Core Standards (CS)	3.6	x 100	= 360
TOTAL			360

Step 3

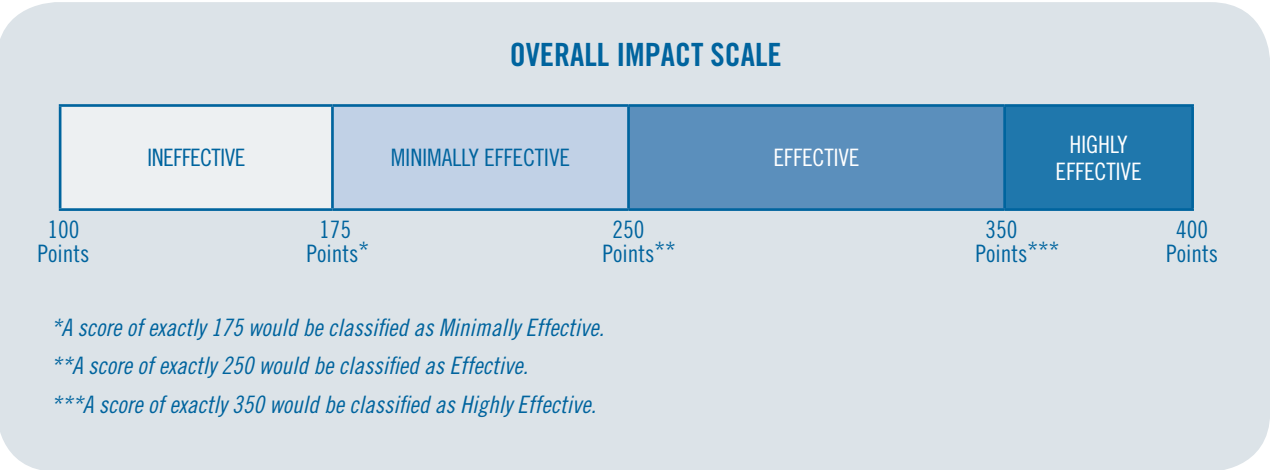
We then add up the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

Step 4

We then adjust your total score based on your rating for Core Professionalism. If your rating for this component is Meets Standard, then your total score remains unchanged. If your rating is Slightly Below Standard, then 10 points are subtracted from your total score. If your rating is Significantly Below Standard, then 20 points are subtracted. In the example above, the individual’s rating for this component is Meets Standard, so no points have been subtracted.

Step 5

Finally, we take your adjusted score and consult the scale below to arrive at your final IMPACT rating.



PUTTING IT ALL TOGETHER

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. DCPS hopes to provide additional compensation to individuals who earn this rating.

Effective: This rating signifies solid performance. Individuals who earn this rating will progress normally on their pay scales.

Minimally Effective: This rating signifies performance that is below expectations. Individuals who receive this rating will have access to additional professional development resources to help them increase their effectiveness. Such individuals will also be held at their current salary step until they earn a rating of Effective or higher. Individuals who receive a rating of Minimally Effective for two consecutive years will be subject to separation from the school system.

Ineffective: This rating signifies unacceptable performance. Individuals who receive this rating will be subject to separation from the school system.

If I disagree with my rating, what are my options?

First and foremost, we want to ensure that your ratings are accurate. If, at *any* point in the year, you feel that your assessment is being conducted improperly, we encourage you to contact the DCPS Office of Labor Management and Employee Relations (LMER) at 202-442-5373. We also encourage you to contact your union representative. Our hope is that we can collaboratively work to rectify any inaccuracies or improprieties as soon as they are known. Doing so is in everyone's best interests. When there is a legitimate difference of opinion that cannot be resolved, we encourage you to avail yourself of all rights provided for in your collective bargaining agreement.



CONCLUDING MESSAGE

As noted in the Chancellor's opening letter, we called this system "IMPACT" because you, the adults serving in our schools, have the ability to make a dramatic, positive impact on our students' lives. *You* are the most important lever of change in our school system.

Just as you are critical to expanding the life opportunities of our students, so, too, are you critical to ensuring that IMPACT continues to grow and evolve over the coming years. We acknowledge that IMPACT is not perfect. And so we ask you to provide honest and constructive feedback over the coming year to help us make "Version 2.0" even better.

Starting in October, we will be holding a year-long series of feedback sessions to gather input for the 2010–2011 version. We encourage you to attend and make your voice heard.

Thank you in advance for your participation in this effort. Together, we will make IMPACT a national standard, and, in so doing, help advance the achievement of children across this country.

NOTES



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